



# COLLABORATION:

## Design & build an obstacle course then show others how to use it.



Owls		Resources
First Term	<p>Children will access all of the climbing frame independently. They will use a scooter or scoot along on a tricycle. They will be able to move resources to where they want them. Children will move across a pre-made course with a friend or adult's support. When engaging in mark-making they will give single word meaning to their marks.</p> <p>Children will consolidate what they have done in Owlets needing less adult support.</p>	Climbing frame Scooters Tricycles Tyres Planks River stones Stepping stones Wooden blocks Mark making tools
Second Term	<p>Children will put waterproofs on to go outside with minimal adult support. They will independently choose what resources they want to use outside and will begin to plan their play with their friends. Children will take turns with adult support and the use of a sand timer. They will understand two-part linked instructions e.g. jump off and run.</p> <p>Children will narrate their play and use more of a narrative to explain their marks when mark-making.</p>	Waterproofs with visual aid for use Sand timer tricycles scooters mark making tools
Third Term	<p>Children will confidently use the outdoor equipment available, combining different resources eg planks and tyres. They will begin to use a balance bike. Children will select natural resources to use. Children will invite friends to join in their play. They will understand the concept of 'start' and 'finish'. They will understand that green means go and red means stop. They will explain their game and the rules to an adult.</p> <p>Children will make marks to draw a simple map onto a laminated map.</p>	Climbing frame Planks Tyres Natural resources balance bikes Visual aids for green-go and red-stop Laminated plan of outside environment Whiteboard pens



## COLLABORATION:

**Make up a collaborative story with peers & act it out using props they have made themselves.**



Owls	Resources	
First Term	<p>Children will choose a book to take home from a selection. They will look at books carefully in the Book Nook turning the pages one at a time. They will use puppets in the Book nook to support their story telling.</p> <p>They will ask adults to read familiar stories and will begin to join in some of the repeated phrases. Children will add simple narrative to small world play with one peer. They will use different voices in their play e.g. grumpy voice. They will use a range of dressing up clothes and props in the role play.</p> <p>Children will begin to join materials to make a model using masking tape and glue. They will use playdough scissors to cut playdough with increasing control.</p>	<p>Selection of books for taking home</p> <p>Book Nook with books (inc. board books), cushions, blankets</p> <p>Familiar stories &amp; those with repeated phrases</p> <p>Nursery rhyme display / Story display</p> <p>Nursery rhyme stones / story stones</p> <p>Small world characters (people/animals) &amp; resources</p> <p>Dolls house</p> <p>Fabric, Hats, props (e.g. till, baskets, hairdryer)</p> <p>Loose parts to support role play</p> <p>Masking tape, PVA glue, glue sticks, Junk modelling</p> <p>Playdough &amp; Playdough scissors</p>
Second Term	<p>Children are able to retell some parts of familiar stories with picture prompts. They will join in with some simple repeated phrases of a familiar book. They will begin to share books with peers.</p> <p>Children will add simple narrative to small world play, playing with more than one peer. They will use construction kits to add to their small world play/story telling. Children will act out stories and take part in role play in the outside area with other children.</p> <p>Children will use scissors to cut strips of paper. They will join materials using masking tape and glue, with increasing proficiency.</p>	<p>As term 1 +</p> <p>Different construction toys e.g. Duplo, mirror blocks, Mobilo</p> <p>Different types of scissors (spring scissors too)</p> <p>Coloured paper/wrapping paper/tissue paper/foil</p> <p>Tape dispensers for masking tape</p>
Third Term	<p>Children will join in with repeated phrases of a familiar book. They will retell familiar fairy tales using stick puppets. They will tell a familiar adult about stories they have enjoyed and why. They will make regular visits to the school library.</p> <p>Children will use construction kits and junk to make models and say what they have made. They will make simple masks with adult support. They will consistently give meaning to the marks they make.</p> <p>Children will play collaboratively with 2 or more children in the home corner or role-play area.</p>	<p>As term 1 &amp; 2 +</p> <p>Stick puppets</p> <p>School library</p> <p>Messy play for mark making (shaving foam, gloop, paint etc.)</p> <p>Pens, pencils, crayons, paper/card</p> <p>Whiteboards &amp; whiteboard pens</p> <p>Large paper for tummy time drawing</p>



## NURTURE:

### Teach younger children how to care for an animal.



Owls		Resources
First Term	<p>Children will be able to name common pet and farm animals. They will be able to say if they have a pet at home. They will look at books with animals in them. They will sing animal rhymes with more confidence.</p> <p>Children will meet the school dog and visit school ducks in their enclosure.</p>	<p>Small world animals (including farm)            Stories &amp; non-fiction books with animals            Nursery rhymes using animals            School ducks/chickens            School dog</p>
Second Term	<p>Children will name a wider range of animals including common zoo animals. They will be able to talk about visits to see animals in other places (friend's house, pet shop, farm etc). They will stroke the school dog and visit the dogs when they are out of their enclosure. Children will make simple observations about animals in books e.g. big, furry, claws etc. They will independently sing familiar rhymes about animals.</p>	<p>Small world animals (including 'wild')            Stories &amp; non-fiction books with animals            Nursery rhymes using animals            School ducks/chickens            School dog            Toy dog/cat/rabbit for home corner            Pet role-play toys (bowls, bed)</p>
Third Term	<p>Children will name different minibeasts and make simple observations of them. They will Look at books about minibeasts and other animals independently. They will know the names of some animal young animals e.g. kitten, puppy.</p> <p>Children will feed the fish in Reception when collected by the Reception 'class helpers'. They will help feed the school ducks.</p> <p>Children will be able to tell new children (from Owlets) how to look after a pet in the home corner. They will be confident to talk in a small familiar group.</p> <p>Children will make comparisons between two animals and notice some differences. They will be able to play simple guessing games about animals. They will have a visit from an outside farm or other animals.</p> <p>Children will create a bug hotel with adult support and observe and describing the life cycle of a butterfly.</p>	<p>Small world animals (including insects)            Stories &amp; non-fiction books with animals            Nursery rhymes using animals            School ducks/chickens            School dog            Fish (Reception)            Toy dog/cat/rabbit for home corner            Pet role-play toys (bowls, bed)            Pictures of animals &amp; their young to match            Caterpillars/butterfly net            Boxes/bamboo/straw/sticks/other natural resources for bug hotels            Farm visit</p>



# NURTURE:

## Growing vegetables to make soup.



Owls	Resources	
First Term	<p>Children will make choices about what fruit they want at snack time and name what they're eating.</p> <p>They will use different tools to cut playdough- cutters, knives, scissors.</p> <p>They will independently exploring the Mud Kitchen and use the sandpit and sand toys independently.</p> <p>Children will learn a harvest song and talk about what 'harvest' means.</p> <p>They will visit the school allotment.</p> <p>Children will decorate a biscuit using icing sugar and decorations. They will wash their hands before eating/making food. They will help adults scoop out ingredients for making playdough and mix them together.</p>	<p>Choices of fruit at snack</p> <p>Knives/chopping boards for adults to prepare</p> <p>Dough tools</p> <p>Soil / Sand / Water</p> <p>Utensils (spoons, ladles, rolling pins)</p> <p>Pots, pans, trays, colanders, funnels, jugs, cups</p> <p>School allotment</p> <p>Books about farming/farm machines</p> <p>Biscuit/icing/sweets/food dye</p> <p>Cookery resources: spoons, bowls, paper plates</p> <p>Playdough ingredients &amp; bowls/spoons/cups/food colouring</p>
Second Term	<p>Children will start to chop soft fruit with support e.g. bananas. They will talk with others about which fruits they enjoy at snack time. They will explore printing with vegetables and fruits.</p> <p>Children will transport water, keeping most of the water in the containers. They will use different size spoons/scoops to pour water and will pour water between two open containers with some control.</p> <p>They will count out the correct number of scoops for making playdough with adult help. Children will count out the slices of fruit at snack time (up to 5). They will help make flapjacks – counting out/measuring the ingredients.</p>	<p>Safety knives</p> <p>Chopping boards</p> <p>Fruit/veg including potatoes/carrots for printing</p> <p>Different size scoops/spoons &amp; containers</p> <p>Water trays</p> <p>Playdough ingredients &amp; bowls/spoons/cups/food colouring</p> <p>Flapjack ingredients</p> <p>Cookery resources: oven, hob, trays, spoons, cooling rack</p>
Third Term	<p>Children will use different size spoons/scoops to pour water with increasing control. They will know some foods are grown underground or on plants. They will know that different plants can grow from seeds/beans.</p> <p>Children will know some of the things that plants need to grow, e.g. sun and water. They will plant a bean to grow and make observations about it. They will join in with adult-led gardening tasks outside.</p> <p>Children will make a simple sandwich with support. They will talk about how they made their sandwich afterwards using picture prompts to help.</p> <p>Children will taste different types of salad food and share their likes/dislikes.</p>	<p>Different size scoops/spoons &amp; containers</p> <p>Seeds/beans, pots, soil/cotton wool</p> <p>Books about plants/growing</p> <p>Soil/seeds for outside</p> <p>Gardening tools: trowels, watering cans, forks, aprons, gloves</p> <p>Sandwich ingredients: bread, margarine, jam, cucumber</p> <p>Cookery resources: plates, knives</p> <p>iPads for photos of sandwich making Salad ingredients</p>